

# Camden Elementary School for the Creative Arts

1304 Lyttleton Street  
Camden, South Carolina 29020

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	500 Students	
<b>Principal</b>	Ed Yount	803-425-8960
<b>Superintendent</b>	Herbert M. Berg, Ed.D.	803-432-8416
<b>Board Chair</b>	Dana A. Morris	803-432-4391

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	22	1	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

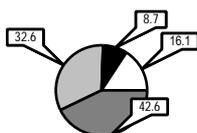
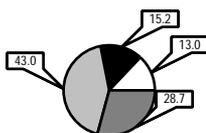
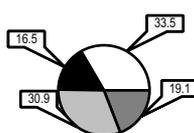
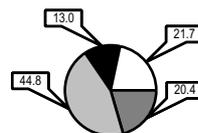
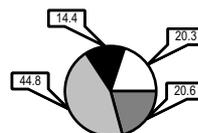
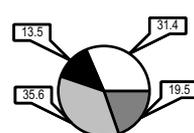
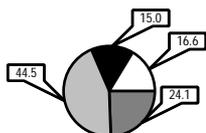
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language ArtsMathematicsScienceSocial Studies**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	245	99.6	16.1	33.9	41.5	8.5	57.6	Yes	Yes
<b>Gender</b>									
Male	126	99.2	19.8	35.5	34.7	9.9	54.5		
Female	119	100.0	12.2	32.2	48.7	7.0	60.9		
<b>Racial/Ethnic Group</b>									
White	118	100.0	3.4	22.4	58.6	15.5	79.3	Yes	Yes
African American	114	99.1	28.7	46.3	24.1	0.9	35.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	30.0	40.0	30.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	197	100.0	13.0	31.8	45.3	9.9	63.5		
Disabled	48	97.9	29.5	43.2	25.0	2.3	31.8	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	245	99.6	16.1	33.9	41.5	8.5	57.6		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	99.6	15.5	33.6	42.2	8.6	58.6		
<b>Socio-Economic Status</b>									
Subsidized meals	140	99.3	24.6	47.8	25.4	2.2	36.6	Yes	Yes
Full-pay meals	105	100.0	4.9	15.7	62.7	16.7	85.3		
<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	245	99.6	12.7	43.6	28.0	15.7	56.4	Yes	Yes
<b>Gender</b>									
Male	126	99.2	15.7	45.5	22.3	16.5	51.2		
Female	119	100.0	9.6	41.7	33.9	14.8	61.7		
<b>Racial/Ethnic Group</b>									
White	118	100.0	3.4	32.8	37.9	25.9	75.0	Yes	Yes
African American	114	99.1	22.2	54.6	17.6	5.6	36.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	20.0	60.0	20.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	197	100.0	9.4	42.7	31.3	16.7	62.5		
Disabled	48	97.9	27.3	47.7	13.6	11.4	29.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	245	99.6	12.7	43.6	28.0	15.7	56.4		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	99.6	12.9	43.1	28.0	15.9	56.5		
<b>Socio-Economic Status</b>									
Subsidized meals	140	99.3	19.4	55.2	19.4	6.0	38.8	Yes	Yes
Full-pay meals	105	100.0	3.9	28.4	39.2	28.4	79.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	245	99.6	33.9	30.9	19.1	16.1	35.2
<b>Gender</b>							
Male	126	99.2	38.0	28.9	14.9	18.2	33.1
Female	119	100.0	29.6	33.0	23.5	13.9	37.4
<b>Racial/Ethnic Group</b>							
White	118	100.0	15.5	23.3	30.2	31.0	61.2
African American	114	99.1	52.8	38.9	7.4	0.9	8.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	50.0	30.0	20.0	0.0	20.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	197	100.0	29.7	31.3	21.4	17.7	39.1
Disabled	48	97.9	52.3	29.5	9.1	9.1	18.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	245	99.6	33.9	30.9	19.1	16.1	35.2
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	99.6	33.2	31.5	19.0	16.4	35.3
<b>Socio-Economic Status</b>							
Subsidized meals	140	99.3	50.7	37.3	10.4	1.5	11.9
Full-pay meals	105	100.0	11.8	22.5	30.4	35.3	65.7
<b>Social Studies</b>							
All Students	245	99.2	20.9	45.5	20.0	13.6	33.6
<b>Gender</b>							
Male	126	98.4	21.7	46.7	15.0	16.7	31.7
Female	119	100.0	20.0	44.3	25.2	10.4	35.7
<b>Racial/Ethnic Group</b>							
White	118	99.2	7.8	40.9	29.6	21.7	51.3
African American	114	99.1	34.3	49.1	11.1	5.6	16.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	30.0	60.0	10.0	0.0	10.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	197	99.5	18.8	44.5	22.5	14.1	36.6
Disabled	48	97.9	29.5	50.0	9.1	11.4	20.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	245	99.2	20.9	45.5	20.0	13.6	33.6
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	99.2	20.3	45.9	19.9	13.9	33.8
<b>Socio-Economic Status</b>							
Subsidized meals	140	99.3	29.1	53.7	11.2	6.0	17.2
Full-pay meals	105	99.1	9.9	34.7	31.7	23.8	55.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	75	98.7	14.9	28.4	40.5	16.2	56.8
	4	85	97.7	16.9	27.7	51.8	3.6	55.4
	5	103	100.0	20.6	52.0	25.5	2.0	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	98.9	5.9	29.4	47.1	17.6	64.7
	4	77	100.0	19.2	37.0	39.7	4.1	43.8
	5	77	100.0	23.9	32.4	40.8	2.8	43.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	<b>Mathematics</b>							
	3	75	98.7	10.8	58.1	23.0	8.1	31.1
	4	85	98.8	19.0	35.7	16.7	28.6	45.2
	5	103	100.0	34.3	44.1	8.8	12.7	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005	3	91	98.9	3.5	51.8	32.9	11.8
4		77	100.0	12.3	45.2	27.4	15.1	42.5
5		77	100.0	23.9	31.0	25.4	19.7	45.1
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	<b>Science</b>							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	91	98.9	24.7	37.6	25.9	11.8
4		77	100.0	39.7	30.1	16.4	13.7	30.1
5		77	100.0	36.6	23.9	14.1	25.4	39.4
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	<b>Social Studies</b>							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	91	97.8	10.7	45.2	26.2	17.9
4		77	100.0	16.4	53.4	19.2	11.0	30.1
5		77	100.0	38.0	36.6	15.5	9.9	25.4
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 500)</b>				
First graders who attended full-day kindergarten	98.7%	Up from 70.9%	100.0%	100.0%
Retention rate	5.6%	Up from 2.4%	2.6%	3.0%
Attendance rate	96.4%	Down from 96.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Up from 1.9%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Up from 1.9%	2.7%	3.2%
Eligible for gifted and talented	27.0%	Up from 21.3%	18.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Up from 7.7%	7.9%	8.2%
Older than usual for grade	1.2%	Down from 1.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	69.7%	Up from 58.8%	53.1%	52.6%
Continuing contract teachers	81.8%	Down from 88.2%	84.6%	83.3%
Highly qualified teachers	90.3%	Down from 96.6%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 6.1%	0.0%	0.0%
Teachers returning from previous year	78.4%	Down from 82.3%	89.2%	87.0%
Teacher attendance rate	92.4%	Down from 92.9%	94.8%	95.0%
Average teacher salary	\$43,826	Up 2.7%	\$42,430	\$41,703
Prof. development days/teacher	13.4 days	Up from 13.0 days	12.3 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	No change	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 21.2 to 1	19.6 to 1	18.8 to 1
Prime instructional time	86.3%	Up from 86.2%	90.0%	89.8%
Dollars spent per pupil*	\$5,467	Down 3.1%	\$5,813	\$6,242
Percent of expenditures for teacher salaries*	67.7%	No change	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
		<b>Our District</b>		<b>State</b>
Highly qualified teachers in low poverty schools		94.7%		89.4%
Highly qualified teachers in high poverty schools		100.0%		90.1%
		<b>State Objective</b>		<b>Met State Objective</b>
Highly qualified teachers in this school		65.0%		Yes
Student attendance in this school		95.3%		Yes

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

With the close of the 2004-05 school year, Camden Elementary completed its fifth year with arts integration as an area of focus. Arts based content teaching strategies, learning activities, and assessment options continue to thrive in our classrooms. Artists-in-residence were provided at all grade levels, and the fifth annual Bloomin' Arts Festival was the best yet! Collaborative planning between classroom teachers and the arts specialists insures continued growth with two way integration of the arts.

Our PACT 2004 results ranked in the Top 10 among South Carolina school districts in grade 3 math and in the top 15 in grade 4 ELA and math. Camden Elementary met AYP, Adequate Yearly Progress, achieving all 21 targets. Students scoring proficient or advanced in ELA, math, science, and social studies exceeded the state in all areas in grades 3 and 4 and in grade 5 ELA. Other accomplishments included receiving a City of Camden grant, holding Spirit Awards Celebrations to honor student success, adding the Success Maker computer lab, implementating literacy groups for first grade and an Early Success reading intervention program for grades 1 and 2, holding a schoolwide Presidential election, landscaping the area around the new marquee, and completing a SACS self-study.

CESCA's extraordinary staff continues to benefit from staff development opportunities. Teachers participated in literacy and math workshops and literacy group training, completed a book study, and attended ASCD's best practices conferences. Ten teachers participated in the graduate level Spoleto Creative Teaching Institute, and 14 completed the Understanding Poverty course. National Board certification was achieved by Martha Gantt and Sherry Lee.

Our outstanding parent organizations, Camden Elementary Partners (CEP) and School Improvement Council (SIC), once again supported school initiatives and provided leadership for continued school improvement. CEP raised funds, purchased two new pieces of playground equipment, and granted teacher wishes throughout the year. SIC supported all efforts during our 5 year SACS review and our annual School Summary Report. The members of these two groups are integral to our school success.

CESCA is a special place for our children and families - a place where our students are challenged to achieve excellence.

Lee Walker, principal  
Lori Elliott, SIC president

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	28	63	39
Percent satisfied with learning environment	84.6%	93.5%	87.2%
Percent satisfied with social and physical environment	85.2%	90.2%	78.9%
Percent satisfied with school-home relations	96.4%	95.2%	63.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.